

Streatley CE Primary School
PE and Sports Premium Report 2022-2023

Streatley C of E (VC) School



Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Commissioned by



Department
for Education

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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

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Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£15,022
Total amount allocated for 2022/23	£16,972
How much (if any) do you intend to carry over from this total fund into 2023/24?	£21,042 – see final page
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£10,952

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021. Please see note above	94% (13/14) Y6 cohort took lessons in 2022
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	94% (13/14)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70% (9/14)
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No (last year we had)

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £10,952	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 71%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Provide a broad and engaging sports curriculum across the school. To improve pupil's confidence and skills.	Review current PE curriculum to ensure all skills are included with progression through each year group.	£2,730 25%	Children participate in PE activities and games which include catching & throwing, striking, team skills, dance and gymnastics to age appropriate standards. Most children can confidently demonstrate their learning and some KS2 can articulate their progress. Pro-Active sports coaches for KS2 PE and lunchtime activities.	Maintain new (2022/23) two yearly cycle of PE that incorporates all sport skills and progression. Develop team work and competition Provide children with opportunities to reflect on their learning and progress.
Provide a range of opportunities for physical play during break and lunchtime.	Children to take part in structured sports, traditional games, and free play during a lunchtime period to remain physically active.	£2,084 19%	Adults carry out roles at break time with a 'play lead' to central to direct some play every day. Children look after the	Review Real PE as potential resource Children lead small groups using the skills and games the adults have taught/involved them it. Create set days / rota for child

Indoor and adventure equipment to be maintained	Children to use the hall bars and wall equipment in their gymnastics lessons as well as utilising space and small groups (where possible) for gym and dance learning.	£2,998 27%	equipment and zones. They have made their own rota to use with their younger pupils. Children are showing physical development and an increase in upper and lower body strength as well as balance over time.	led activities during free time with leads visible though band / hat / hi-vis with a designated zone.
Children to use the whole of the school grounds for physical and creative play.	Children to support the health and maintenance of the school grounds they enjoy.		Children are calmer and confident with their skills – raking, digging, planting, feeding and use of netting to support growth.	Provide staff rota / children opportunities to explore grounds throughout the school year at break and lunchtime (clubs / house or class allocated slots?)
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				29%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Staff to promote physical and emotional wellbeing through PE sessions, Daily Mile, and Y6 residential	<p>Staff use PE resources provided (half termly) by PE lead to deliver effective lessons and gather equipment required for a successful lesson</p> <p>Staff to promote achievable goals for children during Daily Mile and be role models.</p> <p>Y6 to take part in adventurous activities and develop SMEH skills</p>	<p>£1,258 11%</p> <p>£1,882 17%</p>	<p>Teachers feel confident to lead class sessions using drills and warm up / cool down and have physical resources available</p> <p>Children are engaged and focused in each session with the structure and routine familiar.</p>	<p>PE lead to ensure progression documents are up to date for all year groups in all areas of PE to ensure children are making good progression across the subject.</p> <p>PE lead to liaise with staff to take feedback on their use of new resources each half term and support where needed.</p> <p>Continue to encourage staff to be role models during Daily Mile and show willing to make their own achievable goals.</p>
Staff to engage in activities at break and lunch time by learning how to support children in different multi-skills activities and make good use of playground space and equipment	Hampshire County Council – Liz Barnett – to train all staff for supervisory roles	Funding from FOSS (£350)	Playground roles rota in full use by all staff and children's play is more engaging (from Pupil Voice feedback) and safe (less injuries)	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To maintain the use of the grounds for the children to develop their upper body strength, co-ordination and core muscles.</p> <p>To support children who find self regulation challenging and who find physical work soothing or support to regulation.</p> <p>To support children with beach like and garden experiences – to ensure they learn how to grow from seed or sapling, how to nurture and eat from the allotment. To know the names of tools and how to use them effectively.</p>	<p>Children’s pencil grip, posture when sitting and use of tools to improve. Use of area daily.</p> <p>KS2 children use of foundation subject work and explorative play.</p> <p>All children through the use of the community to learn how to care for different fruit and vegetables.</p>	<p>Implemented staff training from previous allocation</p>	<p>Sand play has provided the children with a great venue for vestibular input as children run through the sand, bend upside down to dig a moat with their shovels, spin their feet and hands through the sand, or fill and shake an exciting sifter and funnel.</p> <p>Children with additional needs benefit from the provision to meet the objectives within their EHCp</p> <p>Children in the neighbouring pre school are accessing area (benefits to transition and skills)</p> <p>KS2 enjoyed art, geography and science learning through allotment (UKS2) Plant nutrition (LKS2) focus and landscape drawing.</p> <p>Children have had rich experiences to enhance their classroom learning by growing flowers and a variety of vegetables.</p>	<p>PE Lead to incorporate use of outdoor play equipment (e.g. adventure) to support children with dexterity, writing, posture and/or regulation difficulties.</p> <p>Incorporate more outdoor learning and use of outdoors for learning across core and foundation subjects – set a target – at least 1 per half term?</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To train and compete in local and regional events.	<p>Attended regional cross-country championship.</p> <p>Volunteer morning running club led by DBS parents.</p> <p>Attend netball festival for feeder schools into The Downs.</p> <p>Children all run the daily mile every day at the class' preferred time.</p>	£Parents supporting transport and checks costs.	<p>We came first for the fourth year running for small schools' shield.</p> <p>50% of KS2 school run every Friday at 8am with Mr Smith.</p> <p>Team came third and practiced at lunch times (no Netball PE in Cycle A)</p> <p>Greater % of children asking to run the Friday mile challenge.</p>	<p>PE lead to reach out to local schools to gauge interest in various sporting competitions</p> <p>Once group founded, develop inter-school competitions and use of Streatley grounds to facilitate.</p>
<p>We have committed to spending £21,914 between April 2023 and March 2024 on the following:</p> <p>Playground Markings: £1,280, Play Bark: £1000, Grass Cutting and Sports Day Lines: £1,720, Equipment: £1000, London Irish/Cricket/Tennis Coaching: £1,500, Swimming: £4,244, iPad for evidencing: £5,370, Pro-Active Sports Coaching: £2,800</p>				

Signed off by						
Head Teacher:	<i>Lesley Roberts</i>	Subject Leader:	<i>Mark White</i>	Governor:		
Date:	<i>23.05.23</i>	Date:	<i>18.05.23</i>	Date:		